



School of Education Masters in Education (Flexible)

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An exciting opportunity for PGCEi students
to enhance their qualifications

The University of Nottingham welcomes applications
from PGCEi students for the Masters in Education

Programme Information

If you graduate from the PGCEi with Masters level credits, you could progress directly to our on-line MA in Education and complete the award part-time through study of modules over 20 months. There is also the option to register for the face to face mode – see page 6 - which will require you to attend classes in Nottingham at our Summer School or in Malaysia.

If you are awarded Masters level credits from the PGCEi, you can choose further modules from the list below and undertake a 60 credit dissertation to make up the 180 credits of the Masters in Education award from the University of Nottingham.

Each module is studied part-time over a maximum of 6 months. The module content is described in detail on pages 4 and 5. Assessment varies and is broadly based on a 5000-6000 word essay (or portfolio equivalent).

The 60 credit dissertation module enables you to produce a substantive and individual piece of work, focussed on a topic related to what you have learned and of particular significance for you and your professional or academic interests. You will be allocated an academic tutor to supervise your study. Our staff have a wide range of international expertise and research backgrounds in Education. Your supervisor will work with you via Skype and/or email to support and manage a programme of research and writing for about 8 months which will result in a dissertation whose length is between 12,000 and 15,000 words

To help you plan your time and gain the most from your studies, you can choose to start the MA in Education either in July or January.

Dates available	Module title	Credits
• July 2010 • January 2011	Planning Practice Based Inquiry (compulsory)	30
• July 2010 • January 2011	The Nature and Practice of Mentoring and Coaching	30
• July 2010 • January 2011	Leading Learning	30
• July 2010 • January 2011	Understanding and Supporting Students with Dyslexia/ Reading Difficulties	30
• July 2010 • January 2011	TESOL: language description, language learning, language teaching	30
• January 2011	Theory and Practice of Learning with Technology	30

Fees Information

The fees for on-line study are as follows (2010-11 academic session):

No of Credits	Home/EU	International
Full MA (180 credits)	£4,000	£6,300
150 credits (with 30 credits from previous study)	£3,335	£5,250
120 credits (with 60 credits from previous study)	£2,668	£4,200
90 credits with 90 credits ¹ from previous study)	£2,001	£3,150
60 credits (with 120 credits ¹ from previous study)	£1,334	£2,100

(¹No more than 60 credits can be from an external source)

Fees are payable in 2 instalments per year. The first is due in October, the second in January if you start in July or in January and October for those who start in January.

If you wish to discuss the possibilities of accrediting prior learning, or if you require any further general information about this on-line programme, please contact Linda Ellison:
linda.ellison@nottingham.ac.uk

How to apply

If you are interested in the MA in Education (Flexible) please apply online at

<http://pgstudy.nottingham.ac.uk/apply-for-postgraduate-courses.aspx>

Module Descriptions

Planning Practice Based Inquiry

This module introduces you to the nature and application of practice-based inquiry in the classroom and schools. It examines a range of approaches and contexts, focusing upon the use of inquiry as a means of improving practice.

Themes include:

- the teacher as reflective practitioner;
- change processes;
- methods of inquiry;
- critical friendship.

Time is built into the module for planning a small scale study; the assignment will be based upon this process.

The Nature and Practice of Mentoring and Coaching

The module involves a critical consideration of the nature and practice of mentoring in a range of different contexts in schools and colleges. The theoretical basis for mentoring will be studied.

Themes include:

- research into effective mentoring and coaching;
- models of mentoring and coaching;
- the roles of inquiry and reflection;
- theory informed practice.

The module will involve participants in a critical evaluation of their own mentoring practices, (or those of others) and in a consideration of ways of researching mentoring practices.

Leading Learning

The module aims to put theory into practice by encouraging the development of a 'learning community' among module participants. It considers the following, as relevant to the participant's sector:

- views of leading and learning, effectiveness and improvement;
- the promise of new technologies;
- the educational organisation of the future;
- the learning organisation, communities of practice and knowledge management;
- coaching and mentoring.

The time and emphasis given to these topics and themes will vary.

Understanding and Supporting Students with Dyslexia/Reading Difficulties

This module seeks to understand the problem of dyslexia in the context of other learning difficulties as well as the reading process itself. Definitions of key terms will be established, based on analysis of dyslexia's primary and secondary characteristics.

Themes include:

- biological, cognitive and educational perspectives on dyslexia;
- dyslexia subtypes;
- issues of assessment (diagnostic criteria, IQ, reading difficulties);
- classroom, technological and individual support;
- living with dyslexia (self-esteem, motivation and parenting).

Consideration will also be given to the issue of inclusion for dyslexic readers and the key features of dyslexia-friendly schools.

Module Descriptions

TESOL: language description, language learning, language teaching

This module introduces you to three core aspects of Teaching English to Speakers of Other Languages: how languages are described, how they are learnt, and how they are taught.

Themes include:

- the phonology, grammar and vocabulary of English;
- how second languages are learned;
- individual learner factors which affect language learning;
- rationales and principles behind different methodological approaches to English language teaching;
- key developments in English language teaching methodology.

Throughout this module there is a strong emphasis on personal reflection, and a critical engagement with both theory and practice

Theory and Practice of Learning with Technology

This module provides an introduction to the main theories of learning which have been influenced by Psychology and their links with learning technologies.

Themes include:

- software influenced by behaviourist theories;
- constructivism's influence on simulation and game environments;
- multimedia and cognitive psychology;
- sociocultural theory and Web 2.0

In each case, consideration will be given to the theory's implications for innovative deployment of educational technology in educational practice. Examples will be explored so that these relationships can be actively experienced.



Face-to-face study for the MA in Education

For those living outside the UK, some of our modules on the Jubilee Campus at Nottingham or at the University's Malaysia campus are arranged in block study periods and you may want to think about studying alongside and face-to-face with your peers and tutors. (The dissertation would follow in the usual way.) Block, face-to-face modules are available as follows:

For block study in Malaysia, each 30 credit module is delivered over a pair of weekends in Kuala Lumpur. Modules will be available in Special Needs, Educational Leadership and Management, and Planning Practice Based Inquiry.

Our UK Summer School at the Jubilee Campus, Nottingham (approximately three weeks in length during the second half of July/first half of August) allows for two 30 credit modules to be taken consecutively, followed by several months of private study and assignment writing with email support and web access to materials.

Sometimes, at other times of the year, modules are run as a block and these may be relevant to your needs. Please contact **Linda Ellison** for further information.

The fees for face-to-face study are as follows (2010-11 academic session):

No of Credits	Home/EU	International
Full MA (180 credits)	£4,000	£10,800
150 credits	£3,335	£9,000
120 credits	£2,668	£7,200
90 credits	£2,001	£5,400
60 credits	£1,334	£3,600

Fees are payable in 2 instalments per year. The first is due in October, the second in January if you start in July or in January and October for those who start in January.